

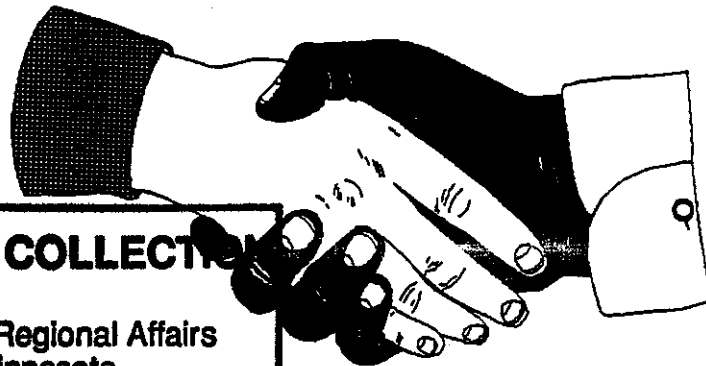
~~TWIN CITIES~~

~~University~~

~~Community~~

~~Partnership~~

~~Inventory Assessment Report~~



CURA RESOURCE COLLECTION

Center for Urban and Regional Affairs
University of Minnesota
330 Humphrey Center

July 1993
Lance Bradley
(M.A. candidate,
Humphrey Institute)

TWIN CITIES University Community Partnership

Inventory Assessment Report

Executive Summary

Students can receive interactive learning experiences in four processes. These processes include: (1) paid employment, (2) academic credit, (3) volunteer and (4) a combination of the of all three types. Academic credit usually involves registration in a directed study, independent study or field research of some kind. Paid employment can either be in the form of a previous employment, internships, practicums, and college workstudy.

Field experience learning is a form of study in which community resources are used to explore the questions and issues raised in the classroom. The student work in a paid or a volunteer position, usually in a location such as an art gallery, museum, social service agency, governmental office, business organization, or community program. The field work (sometimes called an internship or practicum) takes place off campus, but the study is carried out under the direction of a faculty member. Credit is earned through directed study, through X registration, or by enrolling in one of the special courses designated for field experienced learning. Y registration facilitates enrollment in established courses in where students study on their own, without class attendance. They must meet course conditions for examination and other work on which they and the instructor agree. Regular fees, deadlines and grading policies apply. X registration is a way to earning up to three extra credits in a course students are taking or have previously taken, by exploring more deeply a topic related to the course's content.

Most departments offer opportunities for independent study of regular courses or of subjects not covered in the course curriculum. These opportunities for independent study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form. An individual learning experience arranged by the student and one or more faculty members to explore subjects not covered by regular courses. The student must work independently in developing and carrying out a special study project. Credit assignment may vary; each credit earned usually, requires 30 hours of academic work a quarter.

Independent study, students are encouraged to complete an exceptional piece of independent work of intellectual or artistic merit. *Internships*, through the internship office and the academic programs office, facilitate students participation in a variety of field placements throughout the Twin Cities, the nation, and the world. As interns, students learn, work and serve in community, government, and business settings which match to their interests and goals. Internships enable students to integrate academic theory with its practical application, develop their skills, grow personally and intellectually, and explore career interests.

Institutions generally have placement offices, intern coordinator offices, and registration advisers that may all have a hand in programming this area. Many teaching assistantship students have a hand a course design and development. These student assistants could utilize the TCUCP as any professor could.

Mission

The mission was to explore options for further development of the Twin Cities University Community Partnership (TCUCP), by taking an inventory of the various institutions of higher education in the metropolitan area for resources which might be available for use by the TCUCP. Examples of resources include established internship programs, applied and interactive research support programs, work study programs, and other ways of facilitating the use of higher education's resources to meet the applied research and informational needs of the broader disenfranchised urban communities.

Higher Educational Institutions

The institutions of higher education that were assessed for possible inventory sharing opportunities with the TCUCP include: the University of Minnesota, Macalester College, the University of Saint Thomas, Augsburg University, Hamline University, and Metropolitan State University.

The Partnership Plan

The Twin Cities University Community Partnership will facilitate ◦ Outreach ◦ Info-Share For ◦ Applied/Interactive Research And Scholarship To ◦ Disadvantaged Community Projects The Various Vehicles Which Include Newsletter ◦ Forums ◦ Conferences and ◦ Workshops.

Inventory Assessment: Institutions of Higher Education

University of Minnesota

• Programs

OFFICE OF SPECIAL LEARNING OPPORTUNITY (OSLO)

Information about the college's special learning opportunities and assistance for students who wish to plan individualized study projects can be obtained in OSLO. Special Learning opportunities include examinations, internships, and field experience learning, as well as domestic exchange programs. OSLO, 220 Johnston Hall (624-7577)

INDEPENDENT STUDY

Most departments offer opportunities for independent study of regular courses or of subjects not covered in the course curriculum. These opportunities for independent study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form.

DIRECTED STUDY

An individual learning experience arranged by the student and one or more University faculty members to explore subjects not covered by regular courses. The student must work independently in developing and carrying out a special study project. Credit assignment may vary; each credit earned requires 30 hours of academic work a quarter.

DIRECTED RESEARCH

(Usually a 3980 or 5990 level offering) Guided research under conditions and procedures similar to those that govern directed studies.

FIELD EXPERIENCE LEARNING

Field experience learning is a form of study in which community resources are used to explore the questions and issues raised in the classroom. The student work in a paid or a volunteer position, usually in a location such as an art gallery, museum, social service agency, governmental office, business organization, or community program. The field work (sometimes called an internship or practicum) takes place off campus, but the study is carried out under the direction of a University faculty member. Credit is earned through directed study, through X registration, or by enrolling in one of the special courses designated for field experienced learning.

GRADUATE ASSISTANTSHIPS AND FELLOWS

Graduate assistantships are academic appointments that are reserved for graduate students. Appointments are teaching assistants, research assistants, or administrative fellow positions that are offered through the various departments. A student may be appointed for 75% time or less per academic quarter and up to 100% time during the summer. A *teaching assistant* helps in teaching students in a specified course or courses under the general supervision of the academic staff. A *research assistant* carries out activities connected with research studies that are assigned by the supporting department or principle research investigator. An *administrative fellow* performs 1) duties of a special nature connected with administration or 2) general advising functions not related specifically to a course.

GENERAL COLLEGE GRADUATE TEACHING ASSISTANTS

graduate students are eligible to apply for teaching assistantships in the general college in mathematics, natural sciences, social sciences, writing, oral communication, and the humanities. The general college consists of developmental and general education courses that enable under prepared students to later transfer to degree granting colleges. All graduate teaching assistantships in the general college are posted in Graduate Assistance Office , 416 Johnston Hall (626-1310)

ACADEMIC DEPARTMENTS AND FIELD STUDY

Political Science

POL 8102 Approaches to political research: constructing a problem in political research, develop political theories, and measurement and designs for research. Three credits, Professor(s) Holt and Shively. **POL 8160** Selected topics in models and methods; **POL 8150** Research Seminar in methodology; **POL 8140** Individual Readings and research in methodology: Individualized reading, training, research in special topics or problems 1-3 credits, faculty arranged. Prerequisite: polsci graduate student. **POL 8777** Thesis credits (master's plan A) 16 credits, faculty arranged. **POL 8888** Thesis credits (doctoral) 36 credits required. **POL 8990** Directed readings in political science, 1-7 credits prerequisite 45 credits in 8000 level polsci courses.

Psychology Department

This department requires for both clinical and counseling psychology students to have applied course work and for practicum and internship experience. Each specialty area requires completion of a series of Ph.D.- level seminars that teach scholarship and research.

PSY 8777 Thesis credits (master's plan A) 16 credits, faculty arranged. **POL 8888** Thesis credits (doctoral) 36 credits required. **PSY 8514, 8515, 8516** Practicum in

student Counseling, 3 credits, Professor Loper. PSY 8517, 8518, 8519 Practicum in rehabilitation counseling 1-6 credits, counseling observation and experience in applied settings. Professor(s) Keierleber, Pazandak and Wark. PSY 8560 Internship in counseling psychology, 1-12 credits, faculty arranged. PSY 8620 Practicum in clinical psychology, field experience in professional work in clinical settings, 1-6 credits, Professor Grove. PSY 8971 Seminar : issues in psychology as a profession, ethical and practical issues in applied research psychology, 2 credits, graduate psychology students, faculty arranged.

Public Affairs And Planning Department

This department requires one plan B project, and an arranged internship of at least three months full time. The internship requirement can be waived for persons having equivalent experience. The planning area is the same with the addition of a few more courses.

PA 5112 Organizational design and change, applied research in public sector, nonprofit and for profit organizations, three credits, Professor Light. PA 8900 Public affairs internship; supervised field work in approved local, state, or federal agency, or private or nonprofit organization. Formal report on internship is required. PA 8901 Plan B tutorial; supervised research and writing for completing the plan B paper, 4 credits, faculty arranged. PA 8910 Independent study; Individualized reading or research project, credit arranged, faculty arranged.

Department of Social Work

SW 8888 Thesis credits (doctoral) 36 credits required. SW 8010 and SW 8020 Field instruction I and Field instruction II, field practice in the process of social work under direct supervision, 4-12 credits, faculty arranged. SW 8970 Directed study, Independent study under tutorial guidance, credit arranged, faculty arranged. SW 8990 Research projects; individual or group field learning experiences, 1-6 credits,

faculty arranged. SW 5201, 5202, 5203 Youth work practice (internship and seminar), two hour seminar per week and 8-10 hours of field work each week, 4 credits per quarter.

UNIVERSITY COMMUNITY BUILDING PROJECT & THE STUDENT DIVERSITY INSTITUTE

The student Diversity Institute and the University Community Building Project sponsor an internship program . This internship program is an eight week experience during an academic quarter where participants have an opportunity to explore issues of diversity and community and how they interrelate. There is a stipen of \$150.00 for those participants that successfully complete the internship. This program is available to full time and part time students enrolled in an undergraduate or graduate program at the University of Minnesota, Twin Cities campus. Information and details are through the Student Diversity Institute and the University Community Building Project in 340 Coffman Memorial Union, 626-2324.

CENTER FOR URBAN AND REGIONAL AFFAIRS (CURA)

Center For Urban And Regional Affairs, has a mission to support University of Minnesota faculty and students to network into the community research projects arising out of the Minnesota community issues and concerns. Types of projects include communities, neighborhoods, economic development, employment, environment, housing, human services, land use population and issues that affect diadvantaged groups in additon to people of color. Center For Urban And Regional Affairs, 330 Humphrey Center, (625-1551)

• Policies

(Y) REGISTRATION

Y registration facilitates enrollment in established courses in where students study on their own, without class attendance. They must meet course conditions for examination and other work on which they and the instructor agree. Regular fees, deadlines and grading policies apply.

(X) REGISTRATION

X registration is a way to earning up to three extra credits in a course students are taking or have previously taken, by exploring more deeply a topic related to the course's content.

OPPORTUNITIES

Opportunities for independent study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form. Internships for academic credit in field work (sometimes called an internship or field work, or practicum) is carried out under the direction of a University of Minnesota faculty member. Credit is earned through Individualized study, by enrolling in one of the special courses designated for field work, applied internship, or interdisciplinary study.

• Placements

- homeless shelter • tutoring at an alternative school • help build low income housing
- work on environmental issues • recreation center coordinator for a park or rec center
- sales and marketing representative for a company • public relations for a non-profit

organization • technical aid in research lab • promotion intern at a TV station • legislative intern at a state senators office • accounting firm intern • counseling intern at a women's shelter.

• Contact List

STUDENT DIVERSITY INSTITUTE & the UNIVERSITY COMMUNITY BUILDING PROJECT, 340 Coffman Memorial Union, (626-2324) • **All GRADUATE TEACHING ASSISTANTSHIPS** in the **GENERAL COLLEGE** are posted in Graduate Assistance Office, 416 Johnston Hall (626-1310) • **OSLO**, 220 Johnston Hall (624-7577) • **CENTER FOR URBAN AND REGIONAL AFFAIRS**, 330 Humphrey Center, (625-1551)

Macalester College

• Programs

INDIVIDUALIZED LEARNING: INDEPENDENT STUDY/INTERNSHIPS

Independent study, students are encouraged to complete an exceptional piece of independent work of intellectual or artistic merit.

Internships, through the internship office and the academic programs office, facilitate students participation in a variety of field placements throughout the Twin Cities, the nation, and the world. As interns, students learn, work and serve in community, government, and business settings which match to their interests and goals. Internships enable students to integrate academic theory with its practical application, develop their skills, grow personally and intellectually, and explore career interests. The internship office helps students define their interests and find placements, provides listings of hundreds of internship possibilities, conducts workshops, and develops educational and procedural materials for interns, faculty sponsors and on-site work supervisors. Students should check with individual departments for further internship requirements. Internships are an integral part of Macalesters curriculum.

CAREER DEVELOPMENT CENTER (CDC)

This center provides assistance to students in putting together a resume, finding a summer job, deciding on a major, developing an internship, and applying to graduate school. This office also sponsors recruiting efforts from outside organizations, through job fairs and on-campus interviews. Internships are also facilitated through this office's intern program. In this program students participate in a structured field experience, paid or unpaid. The internship coordinator assists students with arranging internships

and obtaining credit. Angela Alley, Internship Coordinator (696-6128) CDC is located in Weyerhauser Hall, lower level, room 13. Denise Ward, Director (696-6384); Christina Huck, Coordinating Counselor (696-6384); Linda Schindler, Recruiting Coordinator (696-6384).

INTERNSHIP AND ACADEMIC PROGRAMS OFFICE

Macalester has student organized internships as well. This program is about twenty years old and has had as many as 1000 organizations participate since the programs inception. These internships are entry level positions in professional settings which provide the students with opportunities to apply academic knowledge to real life situations. Paid or volunteer, most of these internships are done for credit as one or two courses during the semester.

Most internships are part time positions and are located in the Twin Cities area. Interim's and summer can also be used to arrange a short term internship anywhere in the U.S. or abroad. Despite the fact that Macalester has many internship programs, the primary responsibility lies with the student to successfully arrange the internship. In a sense, students are very much responsible for creating and managing their own learning experience. Planning and executing an internship is also a collaboration with a faculty member who serves as the students academic sponsor. With this sponsor the student develops a structure and method of evaluation and experience. The student-sponsored relationship provides a means to link the academic and the professional worlds.

COURSES IN APPLIED COMMUNITY-BASED RESEARCH

Political Science

PS 30-01	Empirical Research Methods	Professor Sandy Schram (696-6549)
PS 46	Urban Politics	Cecilia Martinez (696-6479)
PS 10	Intro to Political Analysis	Professor Sandy Schram (696-6549)

• Policies

The Following Policies Apply To Macalester College's Internships:

- 1) Only Macalester departments may offer internships and only if they are listed in the in the departmental course offerings.
- 2) Students are required to complete a learning contract and have it signed before they can register for an internship.
- 3) A maximum of six internship credits may be counted toward graduation.
- 4) Students are not permitted to take internships in their first semester at Macalester.
- 5) Students may not take an internship if they have any incomplete, unless they have the permission of the instructor who assigned the incomplete.
- 6) Students on academic probation may not undertake an internship.

Opportunities for independent study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form. Internships for academic credit the field work (sometimes called an internship or field work) but the study is carried out under the direction of a Macalester faculty member. Credit is earned through Individualized study, by enrolling in one of the special courses designated for field work, applied internship, or interdisciplinary study.

• Placements

• American Red Cross • Twin Cities Reader • Saint Paul Schools • Dayton-Hudson Corporation • Film in the Cities • Casa de Esperanza • Minnesota Mining and Manufacturing • World Economic Forum • Cystic Fibrosis Foundation • The Hungry Mind Review • Northwest Airlines • African American Institute • Rifle Sport Art Gallery • The Met Center • Women's History Research Center • Saint Paul Chamber Orchestra • Center for Victims of Torture • United States Geological Survey • UNICEF • Video Hits One • Bellsouth Services • and MPIRG.

• Contact List

• Angela Alley, Internship Coordinator (696-6128) • CDC is located in Weyerhauser Hall, lower level, room 13. • Denise Ward, Director (696-6384) • Christina Huck, Coordinating Counselor (696-6384) • Linda Schindler, Recruiting Coordinator (696-6384) • Political Science Faculty: Professor Sandy Schram (696-6549) • Professor Cecilia Martinez (696-6479).

University of Saint Thomas

• Programs

VOLUNTEERS IN ACTION (VIA)

The University of Saint Thomas's Volunteers for Action (VIA) has a mission to meet social responsibilities of the University of Saint Thomas, by organizing student volunteers to work with service agencies in the surrounding community. VIA aims as a resource for securing volunteers in the community, but also to serve as a support network for the volunteers. Students have the opportunity to share their time and talents in the five different areas which include: Youth, Education, Health, Social Services, and Senior Citizens. Within the five Areas there are twenty different community programs for which students can choose.

Volunteers are required to provide two hours of service a week. The focus of this program is to provide one-on-one interaction with people who students may not otherwise encounter in our everyday life. Each program is overseen by a student coordinator. The Coordinating board is composed of 19 University of Saint Thomas students who function as a resource and support collective for student volunteers by communication, placement, evaluation, and continuity within the program. University of Saint Thomas, Volunteers for Action, 153 Murray-Herrick Hall, 647-4021.

VOLUNTEERS IN SERVICE INT'L. OR NAT'L. (VISION)

The University of Saint Thomas's Visions office provides resources, guidance and support to help students discern whether full time service or a particular program is right for them. The program itself facilitates full time volunteer service internationally

and nationally where students share their individual talents to the less fortunate. This opportunity allows students to make a significant contribution to the world and appreciate the gifts you have been given and apply skills and attributes which have been learned. The office staff helps students get started, share their experiences, and knowledge. Some students receive credit through Independent stud, but each student must arrange this individually with a faculty member. Such credit is not a built-in-component of the program.

Types of placements have included teaching English in Japan, working with runaways in New York City, refugees in Texas, assisting with labor on a Native American reservation, and care for babies in Guatemala. In addition to students, this program is available to all alumni, faculty, and staff. The Vision office is located in the Volunteer/Wellness Center, Room 153 Murray-Herrick Campus Center, at the University of Saint Thomas, and is staffed by a volunteer coordinator and two student workers, phone 962-5000.

COMMUNITY SERVICE : Business 200

Business 200 is a tuition-free, non-credit community service course. It is a requirement for all divisions of Business majors accepted after September of 1991. However, this project is also open to all interested university students of any major. Business 200 provides numerous community service opportunities that are available in a supervised, direct-service settings. Business 200 requires 40 hours of community service. It includes an orientation session with an on-campus adviser and a final debriefing session, which reflects on the experience. Evaluations are on a pass / fail basis and include a journal, evaluations by your off-campus supervisor, and a reflective piece of your own choosing.

Business 200 is administered by the Business Division where they facilitate students in guiding students to complete the service within three to six months. Students can choose from projects which involve the economically disadvantaged, physically and developmentally, disabled, environmental concerns, children and youth, service to the elderly, and student designed projects. Waivers are available to students who have had a post-high school community service experience within the past two years that meets the criteria for this requirement. Contacts at the University of Saint Thomas include • Jan Kormann, Community Service Coordinator, (647-5066) • Georgia Fisher, Division of Business, (647-5887).

ACADEMIC COURSE PROJECTS

INDIVIDUALIZED STUDY: Professor Cochrane • **EXPERIMENTAL LEARNING:** Professor Shank, Department of Social Work • Professor Cady, Department of Education • **SR. FIELD WORK IN/SOC. SERVICE:** Professor Garrett, Department of Social Work • **JR. FIELD WORK IN/SOC. SERVICE:** Professor Berger and Professor Ormiston, Department of Social Work • **INTERN APPLIED SOCIOLOGY:** Professor Karraker, Department of Sociology • **CRIMINAL JUSTICE INTERN:** Professor Smith-Cunnien and Professor Parilla, Department of Sociology.

• Policies

Most departments offer opportunities for independent study of regular courses or of subjects not covered in the course curriculum. These opportunities for independent study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form.

Field experience learning is a form of study in which community resources are used to explore the questions and issues raised in the classroom. The student work in a paid or a volunteer position. However, for academic credit the field work (sometimes called an internship or Jr./Sr. field work) but the study is carried out under the direction of a University of Saint Thomas faculty member. Credit is earned through Individualized study, by enrolling in one of the special courses designated for field work, applied internship, or experimental learning.

Opportunities for independent study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form. Internships for academic credit the field work (sometimes called an internship or field work) are carried out under the direction of a University of Saint Thomas faculty member. Credit is earned through Individualized study, by enrolling in one of the special courses designated for field work, applied internship, or interdisciplinary study.

• Placements

YOUTH: Hallie Q. Brown • Saint Joseph's Home for Children • Parents Anonymous • Catholic Youth Ministry Services • KIDS program • **SOCIAL SERVICES:** Loaves and Fishes Too • Women's Advocates • Open Arms of Minnesota • Listening House • Best Buddies • **EDUCATION:** Lao Family ESL • Murray Junior High School • Longfellow Humanities Magnet School • **SENIOR CITIZENS:** Saint Mary's Home • Grandparents Program • **HEALTH:** Courage Center • Shriners Children's Hospital • United Hospital • Children's Hospital • **OTHER:** the economically disadvantaged • physically and developmentally, disabled • environmental concerns • children and youth • service to the elderly • student designed projects • teaching English in Japan • working with

runaways in New York City • refugees in Texas • assisting with labor on a Native American reservation • and care for babies in Guatemala.

• Contact List

University of Saint Thomas, **VOLUNTEERS FOR ACTION**, 153 Murray-Herrick Hall, 647-4021 • **VISION** office is located in the Volunteer/ Wellness Center, Room 153 Murray-Herrick Campus Center, at the University of Saint Thomas • Staffed by a volunteer coordinator and two student workers, (962-5000). • **BUSINESS 200**, University of Saint Thomas, 2115 Summit Av., Saint Paul, MN 55105 • Jan Kormann, Community Service Coordinator, (647-5066) • Georgia Fisher, Division of Business, (647-5887). • **INDIVIDUALIZED STUDY**: Professor Cochrane • **EXPERIMENTAL LEARNING**: Professor Shank, Department of Social Work • Professor Cady, Department of Education • **SR. FIELD WORK IN/SOC. SERVICE**: Professor Garrett, Department of Social Work • **JR. FIELD WORK IN/SOC. SERVICE**: Professor Berger and Professor Ormiston, Department of Social Work • **INTERN APPLIED SOCIOLOGY**: Professor Karraker, Department of Sociology • **CRIMINAL JUSTICE INTERN**: Professor Smith-Cunnien and Professor Parilla, Department of Sociology.

Augsburg University

• Programs

EXPERIMENTAL EDUCATION

Through Augsburg's experimental learning programs students have an opportunity to learn on-the-job and gain valuable work experience. The experimental Learning Education program staff works to link the college's academic program with employers and the community organizations to enrich and expand the student's educational experience and personal development. The program has three components: Academic internships, service learning, and cooperative education.

INDEPENDENT STUDY

Most departments offer opportunities for independent study of regular courses or of subjects not covered in the course curriculum. These opportunities for independent study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form.

ACADEMIC INTERNSHIPS

Academic internships are a work-based learning experience which focuses on academic and individual learning objectives. Internships for credit can be paid or non-paid. The student can work in a paid or a volunteer position. However, for academic credit the field work (sometimes called an internship or field work), but the study is carried out under the direction of a Augsburg faculty member. Credit is earned through Individualized study, by enrolling in one of the special courses designated for field work, applied internship, or interdisciplinary study. Academic internships are for an

approximate time commitment of 10 hours per week during the academic term.
Internship Office For Cooperative Education, (330-1148)

COOPERATIVE EDUCATION

Cooperative education is a pay-based learning experience that is closely related to a student's major or career objective. Credit is not granted for this endeavor, but a non-credit cooperative education entry is made on ones transcript during the academic term that students are employed. Participants must be in good standing and beyond the freshman year. In this program time commitments are flexible and can begin and end anytime. This office provides academic and career related internship listings, Advising for experimental learning experiences, assistance with internship learning agreement plans, faculty sponsored/ supervised for interdisciplinary academic internships, and non-credit transcript notations for cooperative education. Cooperative Education Office, (330-1148)

COMMUNITY SERVICE LEARNING

Community service learning is a program designed to facilitate a volunteer work experience which connects the student with the community. The work itself does not provide for academic credit, however many courses may require this work as part of course assignments. Internship credit is also an option. The amount of the time spent in the job depends on the nature of the work and the level of commitment. Students can participate in this project anytime. Community Service Learning Office, (330-1775)

INTERDISCIPLINARY STUDY

Interdisciplinary studies are usually include the areas of urban diversity, urban inequality, and internship opportunities. Credit is earned through this type of study, by

enrolling in one of the special courses designated for field work, applied internship, or interdisciplinary study. Computer science: CSC 399 Internship, CSC 499 Independent Study; Education: EDS 352 Clinical Experience; Women's Studies: INS 499 Independent Study; Nursing: NUR 499 Independent Study; Psychology: PSY 399 Internship; Social Work: SWK 257 Exploring Human Services.

CAREER SERVICES

Career services provides resume assistance, alumni resource network, job search assistance, summer and part time job listings, career planning, senior job fairs, individual career counseling and Job hotlines. Career Services, Tina Wagner, Director, Career Specialist(s) Jackie Jeunai and Elizabeth Orcutt-Kroeger (330-1162).

• Policies

Opportunities for independent study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form. Internships for academic credit the field work (sometimes called an internship or field work) are carried out under the direction of a Augsburg faculty member. Credit is earned through Individualized study, by enrolling in one of the special courses designated for field work, applied internship, or interdisciplinary study.

• Placements

• homeless shelter • tutoring at an alternative school • help build low income housing
• work on environmental issues • recreation center coordinator for a park or rec center
• sales and marketing representative for a company • public relations for a non-profit organization • technical aid in research lab • promotion intern at a TV station •

legislative intern at a state senators office • accounting firm intern • counseling intern at a women's shelter.

• Contact List

CAREER SERVICES: Tina Wagner, Director, (330-1162) • **FACULTY DEVELOPMENT:** Marie McNeff, Director (330-1092) • **COMMUNITY SERVICE LEARNING:** (330-1775) • **COOPERATIVE EDUCATION:** Gary Hesser, Director (330-1664) • Mary Laurel True, Coordinator of Community Service Learning, (330-1775) • **COOPERATIVE EDUCATION/ INTERNSHIP OFFICE:** (330-1148) • Lois Olson, Associate Director for Internships and Cooperative Education (330-1474) • **STUDENT EMPLOYMENT OFFICE FOR OFF-CAMPUS WORK:** Jacquelyn Jeunai, Coordinator for Career Services (330-1167).

Hamline University

• Programs

WORK INDEPENDENTLY

Student can work independently to identify a meaningful and answerable question of study, develop appropriate methods of research, and present the results of the inquiry. This opportunity allows students to integrate knowledge and demonstrate independent learning under the tutelage of a faculty advisor. It may be in the form of a totally independent research project or occur within the context of an upper level seminar where significant independent learning is experienced.

LEADERSHIP EDUCATION AND DEVELOPMENT (LEAD)

Hamline University stresses connections between work liberal learning and requires every student to explore these relationships. Hamline facilitates these goals through their Leadership Education and Development program which encourages students to engage in critical reflection combined with active involvement in work and community service. Students are able to fulfill this requirement in one of the following way: • Transitional internship in the work place, community service, or within a student organization; • Work issues seminar in connection with an internship or regular part time work experience; • Infusion of work related experience into regular curricular offerings ; • Career development courses; • or Teaching / Laboratory / Research Assistantships. Students are generally required to consult with faculty sponsored projects, however students can design their own means of satisfying the LEAD obligation.

INTERNSHIP CONNECTION

Field experience learning is a form of study in which community resources are used to explore the questions and issues raised in the classroom. The student work in a paid or a volunteer position. However, for academic credit the field work (sometimes called an internship or field work) but the study is carried out under the direction of a Hamline University faculty member. Credit is earned through Individualized study, by enrolling in one of the special courses designated for field work, applied internship, or interdisciplinary study. The Career Development Center: Ted Rueff, Career Counselor, (641-2301).

CAREER DEVELOPMENT CENTER

Career Development Center provides resume assistance, alumni resource network, job search assistance, summer and part time job listings, career planning, senior job fairs, individual career counseling and Job hotlines. Career Development Center: Ted Rueff, Career Counselor, (641-2301).

• Policies

Opportunities for independent study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form. Internships for academic credit the field work (sometimes called an internship or field work) are carried out under the direction of a Hamline University faculty member. Credit is earned through Individualized study, by enrolling in one of the special courses designated for field work, applied internship, or interdisciplinary study.

Most departments offer opportunities for independent study of regular courses or of subjects not covered in the course curriculum. These opportunities for independent

study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form.

• Placements

Coffee House Press, publishing intern • Fairview Foundation, development intern •
First Team Sports, sales and marketing • GB & A Advertising Marketing
Communications • MN Public Interest Research Group, UMM organizing group •
Senator Richard Cohen, Summer Gov't Internship • West Publishing, program analyst •
Northwest Airlines, Corporate Communications •

• Contact List

Career Development Center: Ted Rueff, Career Counselor, (641-2301) • Jeanna Cook-
Brady, Intern Coordinator (641-2302)

Metro State University

• Programs

ALTERNATIVE LEARNING STRATEGIES

Metro state focuses on competencies or learning outcomes, and encourages students to seek alternative learning strategies such as internships, prior learning experience, and independent study.

INTERNSHIPS

Metro state offers on hands learning that can be done at a variety of community sites. Some students even do internships at their current place of employment. Students must complete and Internship agreement form before registering Internship must also be approved by the student advisors. Internship Resource Center, (772-7788).

PRIOR EXPERIENTIAL LEARNING

Prior learning assessment process includes clearly defines what has been learned pursuant to a course and having learning evaluated by a trained faculty consultant.

INDEPENDENT STUDY

Independent study allows the student to build learning skills indispensable to the work Which furthers personal development. Independent study falls into two categories: faculty designed and student designed. **Faculty designed** are designed by the faculty and either parallel class room courses or cover more specialized subjects. and **Student designed** are designed by the student but guided by a faculty mentor that facilitates learning as an evaluator for the project or interest.

CAREER RESOURCE CENTER

Career Resource Center provides resume assistance, alumni resource network, job search assistance, summer and part time job listings, career planning, senior job fairs, individual career counseling and Job hotlines. Career Resource Center: St. Paul, (772-7611, Mpls (341-7234), and Center main number, (341-7580).

• Policies

Opportunities for independent study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form. Internships for academic credit the field work (sometimes called an internship or field work) are carried out under the direction of a Metro State University faculty member. Credit is earned through Individualized study, by enrolling in one of the special courses designated for field work, applied internship, or interdisciplinary study.

Most departments offer opportunities for independent study of regular courses or of subjects not covered in the course curriculum. These opportunities for independent study are carried out under the direction of a faculty member, required instructor, department, and college approval on a permission form.

Field experience learning is a form of study in which community resources are used to explore the questions and issues raised in the classroom. The student work in a paid or a volunteer position. However, for academic credit the field work (sometimes called an internship or field work) is carried out under the direction of a Metro State University faculty member. Credit is earned through Individualized study, by enrolling in one of

the special courses designated for field work, applied internship, or interdisciplinary study.

• Placements

**DODGE NATURE CENTER • THE MINNESOTA ZOO • THE MINNESOTA OPERA
• LANDMARK CENTER • THE SCIENCE MUSEUM OF MINNESOTA • THE
MINNEAPOLIS INSTITUTE OF ART • THE CHILDREN'S THEATER • MINNESOTA
HISTORICAL SOCIETY • COURAGE CENTER • ST. PAUL AND MINNEAPOLIS
YMCA • PILLSBURY WAITE NEIGHBORHOOD SERVICES • THE AMERICAN
CANCER SOCIETY • KARE 11 • WCCO.**

• Contact List

**CAREER RESOURCE CENTER: St. Paul, (772-7611, Mpls (341-7234), and Center main
number, (341-7580). INTERNSHIP RESOURCE CENTER, (772-7788).**

Recommendations for TCUCP

• THE NEXT STEPS

Inventory All Potential Stakeholders For Possible Incentives.

Send Out Letter Of Interest To All Potential Contacts Requesting A Summary Of Their Potential Resources, Programs, and Constituencies.

Call A Meeting Of The Advisory Board/ Steering Committee/ Candidates (Provide the Following Information: The Model, The Mission And Objectives).

Select Advisory Board (Have Meeting- Act As A Steering Committee To Solicit Interest Among Their Constituency.

Have Initial Information-Sharing *Forum- Conference- Seminar* where Students, Faculty, & Community Can Be Matched With Applied And Interactive Research Opportunities. Include Information For Various Types Of Programs Mechanisms. Charge Participants A Conference Fee For Administrative Cost Reduction.

• STRATEGIC PLAN

Structure/ Organization Model:

See appendix for suggested model options to facilitate organizational model formulation meeting.

Non-Profit Formulation Of TCUCP

See appendix for HECUA non-profit incorporation articles for example and to eliminate their mistakes in mission or goals.

Board Formulation: Advisory Board/ Exec. Board. / Board At Large
See contact list of the various higher educational institutions in the above material.

Staff Outline/ Mission Statement/ Contact Network

Draft staff outline proposal for student worker and permanent staffer positions and job description, TCUCP mission statement and computer file with contact network and advisory board members.

Staffing for the project:

Director that oversees the staff

Community coordinator, that acts as a liaison and needs assessor for the community organizations.

Outreach coordinator that will organize the forums and conferences

Liaison coordinator(s) for each institution

Administrative staff for data entry, sending out correspondents, setting meetings, etc.

• THE PARTNERSHIP

The Twin Cities University Community Partnership will facilitate ◦ Outreach ◦ Info-Share For ◦ Applied/Interactive Research And Scholarship To ◦ Disadvantaged Community Projects The Various Vehicles Which Include Newsletter ◦ Forums ◦ Conferences and ◦ Workshops.

• THE PLAN

- Outreach- get to students by forums on topic related issues.
- Info-Share For [housing, econ. development, non-profits and communities of color.]
- Applied/Interactive Research And Scholarship: one hour info - share discussions as to interactive research projects, registration, accessibility and opportunities.
 - Disadvantaged Community Projects The Various Vehicles Which Include: Newsletters, Forums, Conferences and Workshops.

Conclusions & Findings

• COMMENTS

TCUCP can take better advantage of required courses and department/ major requirements because these items are processed on an on-going basis. There are problems with topics courses because they are offered at the whim of the faculty.

Faculty that teach courses where interactive research as part of their courses. However, organizations should identify what types of things will be useful for them and what is not. The General college and Metro state have a lot of potential in that they have high percentages of minority students. The T.A. in the general college can develop community service project for the students in that department as part of the course work.

In General at all of the schools/ institutions because they have the control to participate and shape there program in a way that facilitates their needs and interests. Students can shape and focus their interactive work for additional study develop projects within a course.

• AVERAGE TIME COMMITMENT

Average time commitment will vary based on type of program, the Institution, and whether it is a • paid or volunteer, • requirement or non-required, • credit or non-credit, • faculty scholarship or grant funding, • faculty or student endeavor. The

variables that distort this analysis are based on variance in the • amount of hours per week that will be allocated, • number of students that will participate, • issues of the type of semester/quarter/academic yr. terms the institutions adhere, in addition to whether there will be • faculty research, • applied field-work in courses, or • grant-supporting projects.

• RELATED ISSUES

• **RESOURCE FINANCING** (financial aid, work study, volunteer, course credit, grants, etc.) • There may be **COMPETITION FOR SAME MONEYS** to fund various projects and programs • There may be **SPECIAL OPPORTUNITIES** at specific institutional sites • Contact persons by institution may have **SELF INTERESTS AND DIFFICULT PERSONALITIES** which could create obstacles between programs and resource opportunities • Potential TCUCP advisory board members may **HIDDEN AGENDAS**.

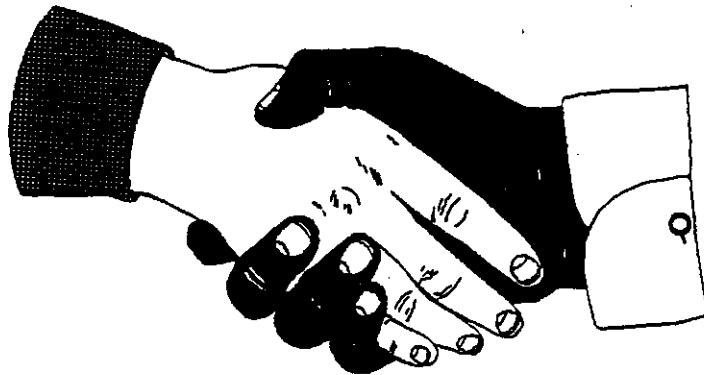
APPENDICES

~~TWIN CITIES~~

~~University~~

~~Community~~

~~Partnership~~



APPENDIX

A

PROPOSAL

THE TWIN CITIES UNIVERSITY-COMMUNITY PARTNERSHIP

PURPOSE OF THE PARTNERSHIP

The Twin Cities University-Community Partnership will be a not-for-profit collaborative effort involving community organizations and Twin Cities area universities and colleges. The mission of the Partnership will be threefold:

1. Applied Research: To conduct interdisciplinary applied research into the performance of urban functions. Urban functions such as public service delivery (e.g. education, public safety, social welfare), urban planning, transportation, affordable housing, neighborhood and economic development, are currently under stress in the Twin Cities and research is needed to examine the forces undermining these functions and to develop solutions.
2. Community Service: To extend the resources of the Twin Cities area academic institutions to the public and private organizations that are involved in urban problem-solving. Non-profit community organizations and public agencies are in great need of resources such as interns, community service volunteers, program development assistance, staff training, etc. The Partnership will link the universities and colleges that are able to offer these resources with the appropriate community organizations and public agencies.
3. Community Information Sharing: In order to improve the level of information sharing, networking, and communication among agencies and organizations involved in urban problem solving, the Partnership will sponsor forums, workshops and conferences that will focus on the urban issues facing the Twin Cities and explore alternative solutions.

NEED FOR THE PARTNERSHIP

This proposal arises from a need for a coordinated higher educational response to the urban crisis facing the Twin Cities area. Indicators of urban stress are numerous and varied including increases in crime and poverty levels, rising housing abandonment, decline in educational attainment, traffic congestion and declining transit ridership, increasing unemployment, etc.

FOR FURTHER INFORMATION:

Contact Dr. David Rafter at 612-824-1877 or Kris Nelson at 612-722-6491.

~~TWIN CITIES~~

~~University Community Partnership~~

~~Inventory Assessment Report~~

Summary

The mission was to explore options for further development of the ~~Twin Cities University Community Partnership~~ (TCUCP), by taking an inventory of the various institutions of higher education in the metropolitan area for resources which might be available for use by the TCUCP. Examples of resources include established internship programs, applied and interactive research support programs, work study programs, and other ways of facilitating the use of higher education's resources to meet the applied research and informational needs of the broader disenfranchised urban communities.

Higher Educational Institutions

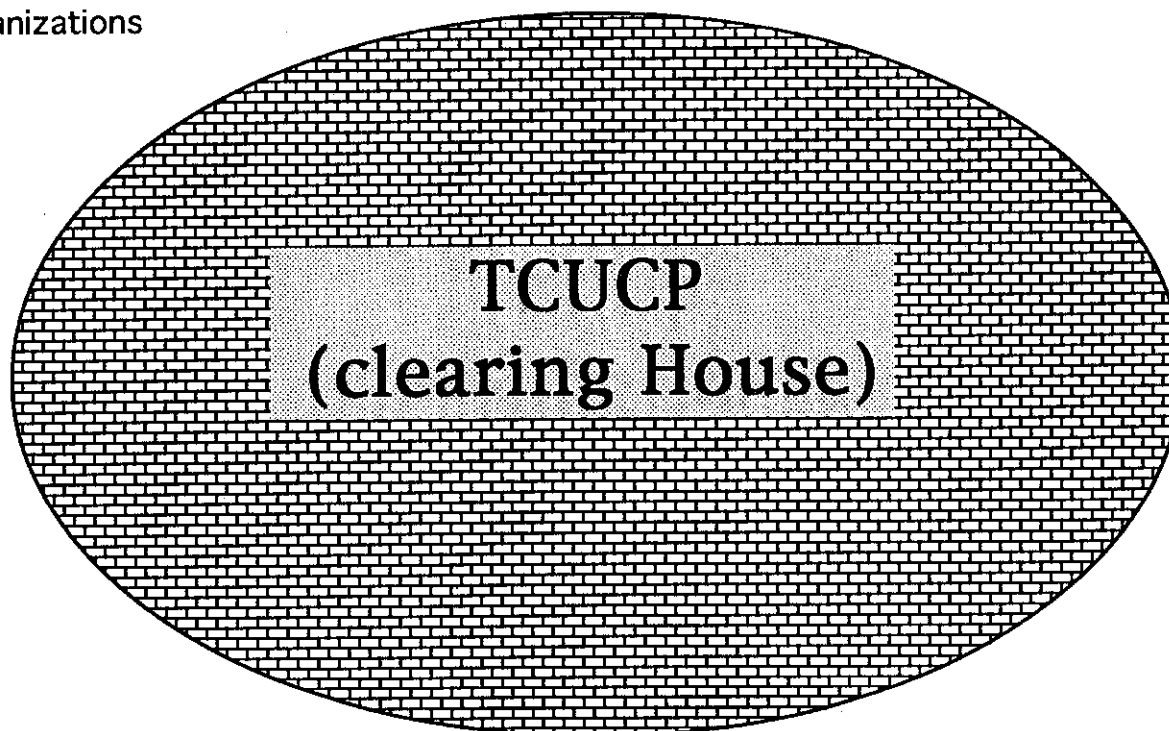
The institutions of higher education that were assessed for possible inventory sharing opportunities with the TCUCP include: the University of Minnesota, Macalester College, the University of Saint Thomas, Augsburg University, Hamline University, and Metropolitan State University.

Partnership

University/Colleges
Foundations
State & Local Government
Community Organizations
Agencies
Faculty
Students
Non-Profits

Resources

Funding Sources
Information-Sharing Network
Technical Assistance



Projects, Programs and Research

Community Service
Technical Assistance
Research and Scholarship
Economic Development
Strategic Planning
Human Services
Advocacy

TCUCP
(CLEARING HOUSE)

Partnerships

University/Colleges
Foundations
Neighborhoods
State & Local
Government
Community
Organizations
Agencies
Faculty
Students
Non-Profits

Resources

Funding Sources
Information-Sharing Network
Technical Assistance

Projects, Programs and Research

Community Service
Technical Assistance
Research and Scholarship
Economic Development
Strategic Planning
Human Services
Advocacy

APPENDIX

B

~~Twin Cities University Community Partnership~~

~~Inventory Analysis~~

Summary

The mission was to explore options for further development of the Twin Cities University Community Partnership (TCUCP), by taking an inventory of the various institutions of higher education in the metropolitan area for resources which might be available for use by the TCUCP. Examples of such resources include established internship programs, applied and interactive research support programs, work study programs, and other ways of facilitating the use of higher education's resources to meet the applied research and informational needs of the broader disenfranchised urban communities.

Higher Educational Institutions

The institutions of higher education that were assessed for possible inventory sharing opportunities with the TCUCP include: the University of Minnesota, Macalester College, the University of Saint Thomas, Augsburg University, Hamline University, and the College of Saint Catherine.

Inventory Assessment: Institutions of Higher Education

University of Minnesota

- Types of Placements
- Process and Procedures (registration/ courses)
- Existing (established) Programs
- Contact Lists (intern coordinators/faculty)
- TCUCP's Potential Fit

Macalester College

- Types of Placements
- Process and Procedures (registration/ courses)
- Existing (established) Programs
- Contact Lists (intern coordinators/faculty)
- TCUCP's Potential Fit

University of Saint Thomas

- Types of Placements
- Process and Procedures (registration/ courses)
- Existing (established) Programs
- Contact Lists (intern coordinators/faculty)
- TCUCP's Potential Fit

Augsburg University

- Types of Placements
- Process and Procedures (registration/ courses)

- Existing (established) Programs
- Contact Lists (intern coordinators/faculty)
- TCUCP's Potential Fit

Hamline University

- Types of Placements
- Process and Procedures (registration/ courses)
- Existing (established) Programs
- Contact Lists (intern coordinators/faculty)
- TCUCP's Potential Fit

College of Saint Catherine

- Types of Placements
- Process and Procedures (registration/ courses)
- Existing (established) Programs
- Contact Lists (intern coordinators/faculty)
- TCUCP's Potential Fit

Metro State University

- Types of Placements
- Process and Procedures (registration/ courses)
- Existing (established) Programs
- Contact Lists (intern coordinators/faculty)
- TCUCP's Potential Fit

Conclusions & Comments

- Average time commitment pursuant to each type of program (hrs per week, # of students, semester/quarter/academic yr).
- Resource Financing (financial aid, work study, volunteer, course credit, etc.)
- Special opportunities at specific institutional sites.
- Comprehensive list of all contact persons by institution (special relationship info).
- Potential TCUCP advisory board members.

Recommendations for TCUCP

- **Next process step**
 - Survey stakeholders for possible incentives.
 - Send out letter of interest to all potential contacts requesting a summary of their potential resources and outlets.
 - Call a meeting of the Advisory Board/ Steering Committee/ Candidates (provide info, the model, and mission stmts and objectives).
 - Select Advisory Board (have meeting- act as a steering committee to solicit interest among their constituency.
 - Have first information-sharing Forum (match students/ faculty/ community w/ applied and interactive research opportunities. Include information for various types of programs mechanisms.
- **Strategic Plan**
 - Structure/ Organization Model
 - Formulation of TCUCP as a Non-Profit
 - Formulation of Advisory Board/ Exec. Bd / Board at Large

-Staff Outline/ Mission Stmt/ Contact Network

- **Outreach (info-share)**

- Newsletter

- Forums

- Conferences

APPENDIX

C

FEB 01 1993

Twin Cities Campus

Center for Urban and Regional Affairs

330 Hubert H. Humphrey Center
301 19th Avenue South
Minneapolis, MN 55455612-625-1551
Fax: 612-626-0273

January 29, 1993

RESEARCH ASSISTANT

To explore the further development of the Twin Cities University-Community Partnership (TCUCP), the Center for Urban and Regional Affairs (CURA) is seeking a graduate Research Assistant to inventory the various institutions of higher education in the metropolitan area for the resources which might be available for use by the TCUCP. Examples of such resources are established internship programs, applied and interactive research support programs, work study programs, and other ways of facilitating the use of higher education's resources to meet the applied research and information needs of the broader community.

RESPONSIBILITIES: Working with CURA staff and other participants in the TCUCP, the Research Assistant will:

1. develop a work plan for completing an inventory of appropriate existing resources within institutions of higher education to meet the applied research and information needs of community groups addressing current urban problems;
2. complete the components of the work plan in a timely and professional manner;
3. analyze and write-up an evaluation of the usefulness and limitations of the resources discovered through the process of compiling the inventory;
4. if time permits, convene discussion groups for reactions to the inventory and draft analysis.

QUALIFICATIONS

1. Formally registered University of Minnesota graduate student for the duration of the position (through Spring Quarter, 1993).
2. Demonstrated ability to interact with a broad range of neighborhood groups and individuals as well as faculty and administrators from academic institutions.
3. Demonstrated initiative and creativity; ability to work independently.
4. Experience with interview research preferred.
5. Interest in and familiarity with urban issues particularly at the neighborhood level preferred.
6. Excellent verbal and written communication skills.
7. Access to use of an automobile preferred.

SALARY AND HOURS: 20 hours per week at \$10.56/hr. beginning as soon as possible and concluding June 30, 1993. Please note this is a temporary position.

CONTACT PERSON: Interested students are asked to send a brief letter of intent and resume to Fred Smith, 330 Humphrey Center, 301 19th Ave. S., Minneapolis, MN, 55455.

9030

**Lance's
Goal Projections**

MARCH

-
- Design Model
 - Develop Contact List
 - Inventory (Resources, Projects, Partner)

APRIL

-
- Continue Inventory
 - Update Steering Committee
 - Assist in Board Development

MAY

-
- Implementation
 - Putting Model On-Line

JUNE

-
- Assessment

To: TCUCP Committee

From : Lance Bradley, Esq.
Graduate Assistant to the TCUCP Project

Date: 5 March 1993

Re: Visit to Morris Campus: Notes

I. Work Plan

Topic: TCUCP

-

Summary:

Mission

Observations:

-

Proposed Strategy:

Implementation Issues:

Comments:

To: TCUCP Committee

From : Lance Bradley, Esq.
Graduate Assistant to the TCUCP Project

Date: 5 March 1993

Re: Visit to Morris Campus: Notes

II. Program (Literature) Review
--

Programs and Narrative

- CURA
- HECUA
- PRAG
- TCUCP
- Interactive programs
- Ad Hoc programs

To: TCUCP Committee

From : Lance Bradley, Esq.
Graduate Assistant to the TCUCP Project

Date: 5 March 1993

Re: Visit to Morris Campus: Notes

III. Inventory of Specific Placements

Categories

- Programs
- Internships
 - paid
 - nonpaid
 - academic
 - volunteer
- Service placements/ community service
- Individual placements (professor for credit)

Process and Operations (how the programs work)

Assessment:

- *Costs*- Non
- *Benefits*- T
- *Effectiveness*- They
- *Efficiency*- They d
- *Administrative Ease*- Reg
- *Political Feasibility*- Th
- *Alternatives*- They

To: TCUCP Committee

**From : Lance Bradley, Esq.
Graduate Assistant to the TCUCP Project**

Date: 5 March 1993

Re: Visit to Morris Campus: Notes

**iV. Strategic Planning (Revision) Session
March 5, 1993 @ 9:00am**

Community/ Needs

Supporting Agency

**Clearing House
(resources/ expertise/ program match)**

Universities and Colleges

**Applied Research Expertise
(faculty/students)**

To: TCUCP Committee

**From : Lance Bradley, Esq.
Graduate Assistant to the TCUCP Project**

Date: 5 March 1993

Re: Visit to Morris Campus: Notes

V. Implementation of the Plan

- **Recommendations:**
- **Conceptual Framework:**
- **Comments and Concerns**
- **Impressions:**

~~TWIN CITIES~~

~~University Community Partnership~~

~~Inventory Assessment Report~~

Summary

The mission was to explore options for further development of the ~~Twin Cities University Community Partnership~~ (TCUCP), by taking an inventory of the various institutions of higher education in the metropolitan area for resources which might be available for use by the TCUCP. Examples of resources include established internship programs, applied and interactive research support programs, work study programs, and other ways of facilitating the use of higher education's resources to meet the applied research and informational needs of the broader disenfranchised urban communities.

Higher Educational Institutions

The institutions of higher education that were assessed for possible inventory sharing opportunities with the TCUCP include: the University of Minnesota, Macalester College, the University of Saint Thomas, Augsburg University, Hamline University, and Metropolitan State University.

APPENDIX

D

Partnership Alliance

- University/Colleges
- State, Local/ and Federal Agencies
- Foundations
- Community Organizations
- Non-Profits
- Private Sector Corporations
- Private Individuals
- Students
- Faculty

Partnership Breakdown

COLLEGES / UNIVERSITIES

University of Minnesota
Augsburg
Metro State
University of St. Thomas
Macalester College
Hamline University
Mankato State University
HECUA

FOUNDATIONS

Local Interactive Support Coalition
Dayton-Hudson
McKnight
General Mills
Mott Foundation
Joyce Foundation
St. Paul Companies
St. Paul Foundation
Headwaters Foundation
First Banks
Norwest Banks
Northwest Area Foundation

GOVERNMENT

County, State, City:
Managers
Planning
Councils
Housing and Urban Development
Legislature
Mpls Community Development Agency
West Henn Planning Council
City of Bloomington
City of Saint Paul
City of Minneapolis
City of Booklyn Center
City of Brooklyn Park
East Metro Womens Housing Corp.
Community action for Suburban Henn.
Minneapolis Foundation

CIVIC GROUPS

Citizens League
Citizens Council
Urban League
Urban Coalition
Raza Federation
Metro Interface Coalition for Housing
Mutual Assistance Association
Minneapolis Native American Center

COMMUNITY DEVELOPMENT

Project for Pride and Urban Affairs
Saint Paul Coalition
Mpls Consortium
Phillips Neighborhood Hsg Trust
Neighborhood Devel/ Alliance St. Paul
North End area revitalization Project
Westminister

NEIGHBORHOOD ORGS

Elliot
Powderhorn
Seward
Longfellow
Whittier
Phillips
Mpls North-Side
Summit-University 228-1855
LexingtonHamline 645-3207
Minnesota Council on Black Minnesotans
Minnesota Council on Spanish Speaking Minnesotans
Minnesota Council on Asian Minnesotans
Minnesota Council on Native American Minnesotans
Battle Creek 292-7828
Greater East Side 731-6842
West Side 293-1708
Daytons Bluff 772-2075
Payne and Phalen 774-5234
Thomas Dale 298-5068

Technical Assistance

Internships/ Graduate Assistantships:

- Paid
- Volunteer
- Credit

Faculty Research/ Scholarship

- Applied
- Academic

Agencies/ Companies:

- Services
- Consultation
- assessments
- Personnel

Funding Sources:

- Foundations
- Grants
- Donations

Academic Support

- Course Seminar
- Directed Study/ Indep
- Class/ Senior Project

Info-Share Network

- Geographic Systems Info
- Data Set
- Census Data
- Metro Council
- Extension Service
- Organization Dynamics

Project Scope

- Community Service
- Technical Assistance
- Research and Scholarship
- Internships and Graduate Assistantships
- Economic and Community Development
- Strategic Planning
- Human Services
- Resource Information-Share Network
- Advocacy
 - Minority Affairs
 - Political Organizing
 - Needs Assessments
 - Environmental / Land Use

Steering Committee Tasks

Board Development

- Establish a Criteria
- Suggest potential Candidates
- Design board mission

Elements of Organizational Model

- Visions
- Misc. Info
- Design proto-type/ model
 - Content
 - Organizational Chart

Identify Primary Funding Sources

- Foundations
- Agencies
- Individuals (legislators/ Philanthropy.)
- Private Corporations
- Grants
- Physical Space

Create Information Network

- Merge Info into a data base
- Contacts
 - University / College people
 - Foundations
 - Organizations
 - Individuals
 - Faculty

Establish Non-Profit Status

- Legal Guidelines
- Incorporation
- Board/ Staffing Chart

Mission of TCUCP

- Statewide project with an emphasis on the the central city

or

- Statewide project with an emphasis equally on regional, central city, and suburban

Staff Descriptions

- Director
- Support Staff
- Outreach / Information Researchers
- Data Coordinator

Feb / MARCH

Where We are now :

- Steering Committee
- Initial Contacts
- Proposal
- Visions

Steering Committee
Goal Projections

March

- Hire Grad -Coordinator
- Lance's Goals/Time-Line

April

Steering Committee Tasks

- Set up advisory board
- Provide variables for the model
 - Identify funding sources
- Generate "Info-Share" data base
 - Establish non-profit status

MAY/ JUNE

Implementation/ Assessment

APPENDIX

E

Outreach at the University of Minnesota

•A Phase One Report from the Outreach Council•

Outreach Council Members:

***Patrick Borich
Julia Davis
David Kidwell
Hal Miller
Theresa Neil
Cherie Perlmutter
Tony Potami
Tom Scott
Gene Allen, chair
Jeanne Markell, staff
Steven Laursen, staff***

OUTREACH AT THE UNIVERSITY OF MINNESOTA A Phase One Report from the Outreach Council

Introduction

The University of Minnesota is known to the people of the state as both a land-grant and an international research institution. From its beginning, the University has had a covenant with the society that created and sustains it. The covenant includes a responsibility to generate knowledge through research, share knowledge through teaching and apply knowledge to societal problems through outreach.

This outreach function has played a significant role in shaping the University's value and identity in Minnesota society. As a two-way process, outreach activities have contributed to the quality of life and provided a means for important public input to the University's research and teaching agendas.

Some units, such as Continuing Education and Extension and the Minnesota Extension Service, have a specific role in outreach. Outreach programs come from nearly every academic unit of the institution. There is great vitality and breadth of outreach activity across the University.

Over the past few decades, there have been several efforts to strengthen the way the University carries out the outreach mission. Still, there is confusion about the semantics of terms like *service*, *outreach* and *extension*. There is also room for improved collaboration and marketing of outreach activities, for greater benefit to both the state's citizens and the University. Need exists to identify and enhance institutional incentives for outreach, beginning with a renewed commitment to the covenant described above.

This is an appropriate time to undertake a comprehensive look at outreach. As the University identifies its vision for the future, it is necessary to consider how the outreach function will continue to be fulfilled. Successful and meaningful outreach will depend on the institution's ability to adapt to changing needs of society and to manage the challenge of diminishing resources. Strategic thinking about outreach should be an important part of the University's strategic planning process at the unit level and for the University as a whole. It is important that the University focus its outreach efforts where they are most needed.

The Outreach Council

President Hasselmo appointed an Outreach Council in May, 1992, to begin strategic planning for outreach. The Council's focus to date has been on defining the meaning and mission of outreach, rather than on structure and resource allocation. Activities of the Council include literature review, assessment of breadth and richness of outreach, interviews with individuals inside and outside the University and strategic thinking about what is and what might be.

The Council's progress to this point is represented in this report. The immediate leadership role of the Council is to engage the broader University community in strategic thinking about outreach. This is an essential step in carrying out the President's charge and recommending plans for the future operation of outreach at this institution.

About This Report

- This is not a policy report or a final document in any sense. It is dynamic and evolving. Input received during the consultation process will further shape the Council's work. There are issues that remain to be resolved.
- The report is written with the conviction that a discussion of meaning, including definition and vision, is prerequisite to a discussion of organizational structure and resource allocation.
- Planning for outreach is a part of the University's overall strategic planning process. Input about the future of outreach will contribute to the University's overall planning, and planning for outreach will be responsive to results and recommendations of overall strategic planning.

PART I—Outreach Definition and Vision

Strategic planning for outreach begins with the University community agreeing on a conceptual understanding, definition and vision for outreach. We must understand and define the meaning of outreach with regard to the needs and forces of contemporary society, and vis-a-vis other University functions and processes. Definition and vision statements for outreach will provide guidance for academic units in their ongoing planning for outreach activity.

A Definition of Outreach at the University of Minnesota

Outreach is the extension of knowledge beyond the University's traditional teaching and research activities that addresses individual, group and societal needs. Outreach occurs in a variety of forms and places, provides input to the institution from society and is an integral part of the University's mission.

The above definition of outreach, while inspired by the University's mission statement, also suggests a need for revision of the mission statement to achieve consistent use of the word *outreach*.

Current University of Minnesota Mission Statement:

The mission of the University is to serve the people of the state, wherever they may be, through teaching, research and public service.

Outreach Council Proposal for Revised Mission Statement:

The mission of the University is to serve the people of the state, through teaching, research and outreach.

A Vision for Outreach at the University of Minnesota

Teaching, research and outreach will be developed at the University of Minnesota as expressions of a single, unifying purpose, the search for and application of knowledge. Learning across the lifespan is needed as adults pursue careers, raise families and carry out community responsibilities. Environmental quality, health care, public safety, youth at risk and global competitiveness are a few examples of challenges that demand active and creative involvement from higher education.

Knowledge is an intellectual resource for the welfare of society and the University of Minnesota must ensure that knowledge, once discovered through research, is transmitted to those who can use that knowledge in addressing contemporary problems. Each unit of the University, and the institution as a whole, will consider the planning of an outreach agenda as an integral part of the academic planning. Units will focus their outreach efforts for maximum effective use of resources, based on societal needs, capacity of the unit and the unique role of the institution within the higher education system in the state. Both the University and society will benefit through active learning and interaction in the research and education processes.

The above definition and vision statements were formulated from a conceptual understanding of outreach. The Outreach Council arrived at the following conceptual understanding through invited presentations and roundtable discussions with academic leaders outside the University of Minnesota, demography and education experts from the Minnesota community and members of the University community.

A Conceptual Understanding of Outreach

1. *Outreach is part of the knowledge mission.*

The first step is to understand outreach relative to other academic processes and service functions of the institution and to clarify the use of the term "outreach." Traditionally, the University's mission has been described in terms of *teaching, research and service*.

The Outreach Council envisions the University as a knowledge system with a responsibility for generating knowledge and transmitting and facilitating the application of knowledge. While we recognize that the language is deeply imbedded in the roots of the land-grant university, the Outreach Council proposes a variation of language that better represents the knowledge mission of the University. The word *outreach* is preferred to *service* for describing the University's mission. All of what we do with knowledge is *in service to* the public who supports us. The word service as an appropriate term for the various institutional and professional development activities that are so vital in providing support for the advancement of the knowledge mission.

Like *service*, the word *outreach* has a variety of meanings. When describing a part of the tripartite mission, *outreach* is limited to those activities with knowledge application at the center of their purpose. Activities associated with public relations, University promotion, student recruitment and the like, are types of nonacademic outreach. Such activities are important support-building functions, fundamental to the University's connection with society. They are supportive of the knowledge mission but are not the same as academic outreach.

2. *Outreach is a two-way exchange between the University and society and between faculty members and citizens.*

The University has a responsibility to constantly provide for the dissemination and application of knowledge, but both society and the University can be initiator and recipient. Outreach is a process for linking the research and educational resources of the University with the individuals, families, businesses, organizations and governing bodies of society. Exchanged in the process are knowledge, vision, opinion and ideas. Gained in the process are experience, new knowledge, informed perspective, improvements in life condition, ideas for and improvements in education and research, familiarity with and understanding of each others realities and new lines of communication.

3. *Outreach is expressed in a variety of forms to address a variety of audiences and their challenges.*

There is no one, ideal model for outreach. A focused, multifaceted approach creatively addresses a diversity of audiences and issues and optimizes the University's contribution to society.

4. *Outreach is unbounded geographically by the facilities of the University or the borders of the state or nation.*

Outreach takes place on and off campus. It is focused primarily on challenges within Minnesota, but commonly has an impact on societal issues and knowledge generation processes throughout the state, region, nation and world.

5. *Outreach is dynamic and interactive with teaching and research in making up the University's mission.*

The parts of the University's tripartite mission are distinct but interrelated. The synergy of the interaction gives the University of Minnesota its distinctiveness among educational institutions in the state. Basic and applied research, teaching and outreach programs function as a dynamic, interactive system.

The Outreach Council acknowledges that it is not always important or necessary to label an activity as purely "teaching," "research," or "outreach." At the same time, we are aware of certain statutory language that guides funding for various functions within the mission. Work remains to be done in this area.

6. *Outreach must be strategically directed by both centralized, institution-wide and unit level leadership and planning.*

Responsibility and leadership for different aspects of outreach planning, implementation and evaluation are appropriate to different places within the institution. Central, unit and individual roles must be more clearly delineated, understood and assigned.

Faculty entrepreneurship is integral to effective outreach, but an individual's outreach activities must be aligned with and relevant to broader institutional and unit goals for outreach.

PART II—Some Strategic Questions About Outreach

The Outreach Council, through its study and dialogue, has identified a list of strategic questions about outreach. These questions, like definition and vision, have emerged from the conceptual understanding of outreach. In the Council's continuing consultation with the broad University community, we will likely identify additional strategic questions.

The following questions relate to three levels of responsibility for outreach: institutional, unit and individual. In most cases, the perspective of individuals and units are essential in the resolution of institutional-level questions. In other cases, institutional-level resolution is desirable, if not necessary, for unit or individual resolution. And, as stated earlier, resolution of these questions is interdependent with the evolution of the University's overall strategic planning.

The Council forwards these questions with three intentions:

1. They may serve as a catalyst for unit planning and strategic thinking about outreach ✓
2. Addressing these strategic questions will be useful to units as they implement the principles of the Workload Task Force ✓
3. Input from units and individuals will guide the next phase of the President's charge to the Outreach Council.

Strategic Questions

1. How can we share our outreach story and accomplishments with one another, the greater society, stakeholders and policymakers?
2. What are the appropriate methods for assessing and reporting the quality and quantity of outreach efforts? Currently, units have mechanisms that identify criteria for quality teaching and research. What is the counterpart for outreach?
3. Does the reward system at the University of Minnesota adequately acknowledge outreach activity? What will be the unit-level mechanisms for rewarding outreach activity in the future?
4. What integration of existing outreach programs is advisable and what are the mechanisms to improve integration and collaboration?
5. What principles of outreach should be prescribed at an institutional level and what is best left to the discretion of the unit?
6. What are the specific roles of the central administration, academic units and faculty and staff in outreach planning, implementation and evaluation?
7. How will we fund outreach? How will we deal with existing formulas and policies that dictate funding of teaching, research, or outreach by source?
8. What technologies and delivery systems will be chosen to increase accessibility to outreach?
9. How will the University make choices and set priorities for outreach, so that it is focused on meeting the most important needs? How will issues of accessibility be addressed, in light of focusing outreach activities?

PROPOSAL

THE TWIN CITIES UNIVERSITY-COMMUNITY PARTNERSHIP

PURPOSE OF THE PARTNERSHIP

The Twin Cities University-Community Partnership will be a not-for-profit collaborative effort involving community organizations and Twin Cities area universities and colleges. The mission of the Partnership will be threefold:

1. Applied Research: To conduct interdisciplinary applied research into the performance of urban functions. Urban functions such as public service delivery (e.g. education, public safety, social welfare), urban planning, transportation, affordable housing, neighborhood and economic development, are currently under stress in the Twin Cities and research is needed to examine the forces undermining these functions and to develop solutions.
2. Clearinghouse: To extend the resources of the Twin Cities area academic institutions to the public and private organizations that are involved in urban problem-solving. Non-profit community organizations and public agencies are in great need of resources such as interns, community service volunteers, program development and proposal writing assistance, staff training, urban design services, etc. The Partnership will link the universities and colleges that are able to offer these resources with the appropriate organizations.
3. Community Information Sharing: In order to improve the level of information sharing, networking, and communication among agencies and organizations involved in urban problem solving, the Partnership will sponsor forums, workshops and conferences that will focus on the urban issues facing the Twin Cities and explore alternative solutions.

NEED FOR THE PARTNERSHIP

This proposal arises from a need to increase the understanding of the dimensions of the urban crisis facing the Twin Cities metropolitan area and to the need for a coordinated institutional response to this crisis involving universities and colleges and community organizations. Indicators of urban stress are numerous and varied including increases in crime and poverty levels, rising housing abandonment, decline in educational attainment, traffic congestion and declining transit ridership, increasing unemployment, etc.

FOR FURTHER INFORMATION:

Contact Dr. David Rafter at 824-1877 or Kris Nelson at 722-6491.

David O. Rafter
Professor

37254th Ave
mpls. 55406

My home #

MSU Box 25 Mankato 56002
(507) 389-5035



Mankato State University
Urban and Regional Studies

9 February 1993

Michele Briley
AASCU
One Dupont Circle, Ste. 700
Washington, D.C. 20036-1192

Dear Ms. Briley:

Recently, I noticed an advertisement in the Chronicle of Higher Education for a Director of Urban Programs at AASCU. In the ad, it stated that one of the responsibilities of this person is to "assist member institutions in enhancing community linkages in support of their urban missions." I found this interesting because I have been working with several public and private universities and colleges in the Twin Cities area (including Metropolitan State University and University of Minnesota) in establishing a Twin Cities University-Community Partnership (see attached description). Specifically, I was wondering if AASCU could provide us with a list of similar partnerships that have been established in other cities and names of contact persons.

Would you or your new Director of Urban Programs please contact me so we can discuss how AASCU might be able to assist us.

I will look forward to hearing from you.

Sincerely,

David O. Rafter
Professor

Mankato

STATE UNIVERSITY

Urban and Regional Studies Institute

13 January 1993

Ed Blakely
Department of City and Regional Planning
University of California-Berkeley
Berkeley, CA 94720

Dear Professor Blakely:

Recently, I noticed in the "Social Equity and Economic Development" publication of the American Planning Association a quote from you where you referred to the University-Oakland Metropolitan Forum as a partnership ^{that I've seen} ~~was formed~~ the universities and community organizations. I would like to obtain more information on this Forum. As you will see in the attached proposal, I am involved with several community organizations in attempting to establish a similar partnership in the Minneapolis-St. Paul metropolitan area. One part of our activities is to obtain more information on similar such efforts in other cities.

Therefore, would you please send me any information on the University-Oakland Metropolitan Forum that you deem relevant. Specifically, we are interested in how it was organized, examples of projects, sources of funding, etc.

I will look forward to hearing from you.

Sincerely,



David O. Rafter
Professor